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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury St., Boston, Mass.

THE LOCAL CENTER IN CLASSICAL WORK

The Classical Association of New England has from the start seen the value of local subdivisions, or branches, of the main organization, and there are now seven of these in existence, Massachusetts having two and the other states one each. At its last meeting our own association took action looking to the formation of similar organizations with the state as a unit. A subdivision along somewhat different lines is taking shape in the Classical Association of the Middle States and Maryland. There the subordinate organization seems to be forming around important centers of population. At Pittsburgh a society has already been in existence during the past year, and another has recently been established at Washington.

A society of the latter kind has a number of obvious advantages when compared with one extending over a state, especially when the state is large. For a large city is generally easy of access to all the teachers of the vicinity and they frequently need to go there for other reasons than the meetings. While a general state meeting can hardly be held more than once or, at most, twice a year, it is quite possible to have a well-attended meeting at a city, which will attract the classical teachers from the neighboring towns, as often as once in two months or even once a month.

Where this is done, the organization need not any longer be merely a means of inspiring its members, but it may become a union of teachers for study and mutual instruction. A more or less fixed programme can be laid down for a year or longer, and a definite piece of work may be undertaken by the organization as a whole. The frequent stimulus of the meetings will also make it easier for the individual member to carry out any undertaking or investigation in which he may be individually engaged, whether it be in the field of scholarship or of pedagogy.

This is not a mere hypothetical scheme. As we have just said, it has been put into successful operation at Pittsburgh, where six meetings have been held during the year, at each of which there has been one leading address by some teacher of prominence from within or without the field of the society itself. It has also been successful, on a more humble scale, in at least one town of moderate size in the West, where a series of monthly meetings have been held. At these meetings a discussion of the *Journal* for the month always formed part of the programme. There were some pedagogical and grammatical discussions which brought out freely the experience of the teachers present. Other papers dealt with parts of ancient literature that are less well known—the novel of Apuleius, Cato's treatise on agriculture, that of Frontinus on the Roman water-supply, accounts of the Gallic War found in other Greek and Latin writers—or they went somewhat afield into the province of Greek sculptured tombs and terracotta figures, and Roman money. The influence of Cicero during the ages since his time, modern works of fiction dealing with ancient subjects, and the use made of classical myths in the American poets, were other topics treated. The meetings were attended steadily by nearly all the teachers within reach.

ANNUAL MEETING OF THE NEW ENGLAND ASSOCIATION

The third annual meeting of the Classical Association of New England was held at Smith College, Northampton, Mass., on April 3 and 4, with an attendance of more than 150. Abstracts of the papers are given below:

"Some Suggestions on the Preparation of Students in Greek and Latin," Professor William K. Denison, Tufts College.

The pupil may be well grounded in grammar and may possess some facility in reading, but this facility is superficial. He has no perspective and fails to get at the spirit of the author and of ancient life. Also a more methodical and appreciative study of mythology is desirable. A wider reading of Ovid, even at the expense of Cicero and Caesar, would help stimulate interest in these beautiful old tales and quicken the imagination. More emphasis should be given to the close parallelism between ancient and modern life and thought, and to the lessons which the former has for us. Ancient customs ought to be studied, and teachers should draw on the archaeological investigations to give a reality to the study of ancient times.

"The What and How of Classical Instruction," J. Edmund Barss, Hotchkiss School.

Much of the classical instruction in our schools has little conscious or intelligent aim. There may be interest, but not the continuity of instruction which contributes to achievement. Education is a process, and there should be an orderly development from stage to stage of linguistic knowledge. To effect this development there should be a division of labor. Certain things a pupil can reasonably be expected to learn by himself. The teacher should teach the art of reading, while almost anything else is proper for assigned work. He must secure elasticity and breadth and sympathy by constant reading. He should advance always with due regard to little Iulus, who follows *non passibus aequis*, and keep his own mind fresh and vigorous.

"Some Aspects of the Situation in Latin," Head-master George H. Browne, Browne and Nichols School, Cambridge.

Recognizing the difficulty of Latin, "we make two capital mistakes, in not allowing sufficient time, and in not providing for an early and gradual progression." Our

method of attack is shockingly wasteful of the linguistic advantages of English-speaking beginners. More stress must be placed on learning a vocabulary, and less upon artificial paradigms utterly foreign to the language the pupil knows. There is no reason for arranging nouns by the nominative singular and verbs by the first person singular which are often the only irregular forms. Time is wasted in a useless multiplication of forms and syntax which the familiar processes of the mother tongue, if intelligently drawn upon, would enable the pupil to take for granted. We should in the earliest stages reduce the difficulties of translation to a minimum by using selections which interest the boys in themselves. A reading knowledge should be the prime aim the first year and all years.

"Things We do not Think of," Professor W. S. Burrage, Middlebury College.

The teacher should strive for a fuller appreciation and sympathy with the working of the pupil's mind. There can be no real and helpful intimacy without frankness. The pupil should be introduced to the treasure which the cultivated mind finds in the classical text. He should be made to feel that he has been admitted into a democracy of scholarship, and that he and the teacher are finding the same interest in classical study.

"Classical Archaeology in 1907," Dr. J. M. Paton, Cambridge.

A brief review of the work of the past year, especially the discoveries of Mr. Evans at Knossos, and of Dr. Doerpfeld at Leucas, possibly the site of the Homeric Ithaca. Excavations in other places were also referred to.

"Our Higher Education and the National Life," Professor J. H. Hewitt, Williams College.

The sort of training best fitted to supply our national needs and correct our glaring faults is training in the ancient languages. As a general thing students trained in Latin and Greek stand higher than others in all branches of study. These studies are fundamental to a liberal education. They encourage that idealism which is essential to our higher thought. We have no feud with science or modern languages, but they can do little to teach ideals or offset the commercialism and materialism of our times.

"Greek Literature in Translation," Professor F. E. Woodruff, Bowdoin College.

As a consequence of the abolition of Greek for admission to college, most of those who study the language drop it before any acquaintance with the literature has been gained. A partial solution of this problem has been found by students of English literature, who felt a knowledge of Greek dramatists necessary, and requested a professor of Greek to give a course in the Greek drama in English translation. Greek history is important, but the vital element of the history is in the literature. It is the precious life-blood of a master race, which throbs anew in the spiritual pulses of every cultured generation of mankind.

"The Reading of Latin Poetry," Professor Charles E. Bennett, Cornell University.

A defense of the quantitative, as opposed to the accentual, reading of Latin poetry. Failing to find that accentual rhythm was regarded by the Latin poets, Prof. Bennett objects to its introduction by the reader, on the ground that the poetic art is that of the author, and not the joint production of the author and reader. To support his contention Professor Bennett read selections from Virgil and Horace.

"Why Should One Study Latin Paleography?" Professor Charles U. Clark, Yale University.

Latin paleography is of value to the teacher in two ways: it enables him to appreciate how the texts are constituted and to criticize the editor with intelligence, and it is unrivaled as a means of general culture. Not only is the study of paleography a unique and necessary preliminary to investigation of mediaeval art, literature, and history, but any earnest Latin teacher who makes a thorough study of some particular author in the light of paleography and text criticism may hope to add something to the elucidation of that author.

Professor Clark's paper was illustrated by many interesting lantern slides from the Yale collection.

"A Defense of Virgil and Aeneas," Head-master Theodore C. Williams, Roxbury Latin School.

All great writers suffer harm if banished to schoolboy land, and Virgil, as the taskmaster of the schoolroom and the despair of translators, has been subjected to harsh treatment. His most conspicuous fault is his erudition. He is a scholar poet. Because of the underlying perplexity of thought, the Aeneid lacks the conviction and clearness of Dante and Milton. The imitative elements in Virgil's works have been greatly exaggerated in pedantic criticism. Dante and Milton surpass him in sublimity, but fall below him in human feeling and dramatic truth.

"Virgil and the Drama," Professor E. K. Rand, Harvard University.

Unlike the early works of Virgil, the Aeneid is distinctly dramatic. Before writing it Virgil had given attention to the drama, and the fourth book, especially, is essentially a tragedy in development and scenic suggestion. The poem seems to Professor Rand to have structural unity, though it contains three distinct parts, the tragedy of Dido, the tragedy of Turnus, and the tragedy of Aeneas, which is hardly less in intensity than that of Dido. The tragedy of Aeneas is in his mastery of heart-rending emotions, in the assumption of a haughty and cruel nature which is not genuine. Though the influence of Homer is seen in the Aeneid, particularly in the sixth book, there is nothing Homeric in the total plan or total effect.

"On the Teaching of Virgil," Head-master C. B. Root, Northampton High School.

Prosody and poetic constructions cause little trouble. The increased vocabulary is a more serious matter but may be mastered by attention and observation. New words may be put on the blackboard in advance and discussed briefly. The translation is at once the *summum bonum* and *opus maximum*. The Aeneid is a great poem, a masterwork in literature, hence should not be treated as a means of teaching forms or syntax or history and antiquities. We should try to teach the best translation of which the pupil is capable. The rough and ready methods at times permissible in Caesar and Cicero have no place in Virgil. So sight reading is inadvisable, for it is against both accuracy and finish.

"A Little Homeric Problem," Professor W. F. Harris, Harvard University.

When Odysseus returned to his own country after the wars at Troy, he made for the hut of his swineherd, Eumaeus. The dogs charged forth and attacked him. As the editors interpret the passage, the hero immediately sat down and so was safe from attack. Both ancient and modern commentators, relying on a passage in Aristotle, insist that if one takes such a humble posture before the onslaught of dogs, he is safe. If Aristotle were a modern writer and expressed such an idea, he would be called a nature faker on august and confident authority. What Odysseus did was not to sit down, but to crouch or stoop, for the Greek admits of both interpretations. The dogs, putting two and two together from experience, were careful to keep their proper distance, for a Greek dog has the same psychology as a New England one, and naturally supposes that a man stooping toward the ground is reaching for a stone.

"The Evolution of Classical Education," Professor Robert Schwickerath, S.J., Holy Cross College.

The paper traced the history of classical study through the Middle Ages and the Renaissance to modern times. About 1740 the study of the classics was at its lowest ebb. Then a new revival took place, particularly in Germany, where Winkelmann and Wolf were among the foremost representatives of the new humanism. The nineteenth century witnessed a series of experiments in the higher schools of Germany which led to the Prussian school order of 1901. According to this order the object of classical education is linguistic and logical training, and historical appreciation of antiquity.

Resolutions were adopted urging the New England colleges and preparatory schools to take favorable action on the question of uniform entrance requirements

in the classics, and requesting the American Philological Association to appoint a representative commission to formulate such requirements in accordance with the resolutions adopted at its last meeting. The other classical associations are invited to join in this request.

The officers elected by the association are: *President*, Professor J. H. Hewitt, Williams College; *Vice-President*, Professor Chas. U. Clark, Yale University; *Secretary and Treasurer*, Professor Geo. E. Howes, Williams College.

STATISTICS OF HIGH-SCHOOL ATTENDANCE

Below is given a table which has been compiled from the reports of the commissioner of education. It shows the number of high-school pupils studying each of the subjects mentioned during the year 1905-6, the percentage of this number to the total number of high-school pupils, and the relative standing of each subject compared with its relative standing ten years before. (In English literature and civics the comparison is with 1897-98, the first year for which figures are available in these two subjects.) The table does not include the pupils of private schools and academies.

| | No. of Pupils 1905-6 | Percentage | Relative Stand- ing of Subject |
|-----------------------------|-------------------------|------------|-----------------------------------|
| <i>Foreign Languages:</i> | | | |
| Latin..... | 363,091 | 50.24 | 109 |
| Greek..... | 8,886 | 1.23 | 40 |
| French..... | 63,935 | 8.85 | 127 |
| German..... | 151,454 | 20.96 | 175 |
| <i>English and History:</i> | | | |
| Rhetoric..... | 363,069 | 50.24 | 155 |
| English literature..... | 370,751 | 51.30 | 128 |
| History (not U. S.)..... | 306,345 | 42.39 | 120 |
| Civics..... | 126,361 | 17.48 | 77 |
| <i>Mathematics:</i> | | | |
| Algebra..... | 419,495 | 58.05 | 106 |
| Geometry..... | 205,983 | 28.50 | 109 |
| Trigonometry..... | 13,088 | 1.81 | 73 |
| <i>Sciences:</i> | | | |
| Astronomy..... | 6,604 | 0.91 | 21 |
| Physics..... | 110,345 | 15.27 | 69 |
| Chemistry..... | 47,137 | 6.52 | 73 |
| Physical geography..... | 151,537 | 20.97 | 82 |
| Geology..... | 16,709 | 2.31 | 48 |
| Physiology..... | 147,175 | 20.36 | 64 |
| Psychology..... | 8,629 | 1.19 | 40 |

It appears from the table that in the ten years two subjects, German and rhetoric, have had an increase of over 50 per cent. in their relative standing. Three others, French, English literature, and history, have increased between 20 and 30 per cent., while Latin, algebra, and geometry have increased 9, 6, and 9 per cent., respectively. All the other subjects have lost ground, relatively speaking, and four of them—Greek, astronomy, geology, and psychology—had

fewer students than they had ten years ago, although the total enrolment in the public high schools increased 90 per cent., from 380,494 to 722,692. The fact that causes greatest surprise is that the enrolment in every one of the sciences is, relatively, much smaller than ten years ago. The same is true of civics, though it may be in this case apparent only, history being credited with some students that were formerly classed separately under civics.

The evident tendencies in the high school are, clearly, a strong increase in modern languages and English, a moderate increase in Latin, mathematics, and history and civics, a decided falling off in the sciences, and a great decrease in all those subjects which are taken by relatively few students. It seems clear from this that the decline of Greek in the high schools is not due to prejudice against it, but rather to an administrative policy which discourages small classes. For small classes in astronomy, geology, and psychology have suffered in the same way, and those in trigonometry have lost 28 per cent. in relative standing during the same time that algebra and geometry have both gained.

The situation is easily understood. The attendance in high schools has increased so rapidly that it has been possible to provide only for those subjects for which there is a great demand. A class of five stands no chance while a class of fifty in some other subject remains unprovided for. More than that, the increase in high-school attendance continues to grow at such a rate that it is very doubtful whether we may hope that subjects like those referred to can be given a place in the high-school curriculum very generally for years to come. The logic of the situation would seem to demand that elementary instruction in them be adequately provided for in the college course, and that they be treated honestly and respectfully as regular college studies.

Recent Appointments.

F. F. Abbott, of The University of Chicago, has accepted a call to a professorship of classics at Princeton University, to begin work in September.

Elmer T. Merrill, of Trinity College, Hartford, has been appointed to the place made vacant by Professor Abbott's resignation at The University of Chicago.

Kelley Rees (Ph.D. Chicago, '06) has resigned his position in charge of the Greek in Adelphi College, Brooklyn, and has accepted an instructorship in Greek at Yale. His place at Adelphi is to be taken by Mr. J. B. O'Connor, who is about to take the Doctor's degree at Princeton.

G. J. Laing has been appointed editorial advisor of The University of Chicago Press and has resigned his position as Chicago representative on the editorial board of the *Classical Journal*. He is succeeded by F. J. Miller.

Recent State Meetings.

Michigan (Classical Conference of the School-masters' Club, April 1 and 2). —"The Roman Forum in Cicero's Time;" "Quod and Quia: A Differentiation;" "Collateral Work in Latin and Greek;" "Salissationes" (Plaut. *Pseud.* 107); "The Freer Manuscripts of the Bible;" "A Visit to the Battlefields of Caesar

in Gaul, 1899;" "A Proposed Visit to the Battlefields of Caesar in Gaul, 1908;" "Latin and the Doctrine of Least Resistance;" "Why We Admire Homer;" "Some Questions Relating to Manuscripts of Livy;" "The Roman Camp of Saalburg; Its Remains and Its Restoration;" "On the Order of Words in Latin Prose."

This year's symposium was on the value of humanistic and particularly classical studies as a preparation for the study of theology. The following papers were read: "Greek in the High School and the Question of the Supply of Candidates for the Ministry;" "The Study of Latin and Greek as a Preparation for the Study of Theology;" "The Place of Latin and Greek in the Clergyman's Equipment;" "The Value to the Clergyman of Training in the Classics;" "Short Cuts to the Ministry, with Especial Reference to the Elimination of Latin and Greek from Theological Education."

These papers will be published in the *School Review* for June. Next year's symposium will consider the value of the study of Latin and Greek as a preparation for practical life.

Two general addresses were given, one by Professor Knapp, of Columbia University, on "The Roman Theater," the other by Professor Hutton, of the University of Toronto, on "The Wit and Wisdom of Herodotus."

Maine (Maine Branch of the New England Classical Association, February 7).—The whole meeting was devoted to a discussion of the teaching of ancient history in the secondary schools. The papers were: "The Aims of History Teaching from the Point of View of the College Teacher of Classics;" "Aims in the Teaching of Ancient History from the Point of View of a High-School Teacher;" "The Place of Ancient History in the High-School Curriculum;" "Ancient History in College-Entrance Examination;" "The Quantity and Quality of Work in Ancient History That May Fairly Be Expected of a Good Secondary School;" "Entrance Requirements in Ancient History;" "Suggestions for the Improved Teaching of Ancient History;" "Roman Coins (Illustrated by Specimens)."

There was also a general session at which Professor Rand, of Harvard University, gave an illustrated lecture on "Mediaeval Libraries."

Louisiana (Classical Department of the State Teachers' Association, April 10).—This was the first meeting of classical teachers in the state. Three papers were read: "An Investigation as to What Extent and How the Classics Are Taught in the Secondary Schools of Louisiana;" "The Teaching of First-Year Latin;" "Latin in Our State High Schools."

Rhode Island (Rhode Island Branch of the New England Classical Association, February 29).—"The New Education and the Classics;" "Some Experiences in Caesar Classes;" "Reports from the Schools of the Number Studying Latin and Greek;" "The Present State of the Ithaca Question" (chairman's address).

A Trip to Caesar's Battlefields.—In the February number of the *Classical Journal* (p. 160) a plan was briefly outlined by Professor Dennison for a visit

this summer to some of the identified battlefields of Caesar in France. This visit is still contemplated and it is proposed to start from Paris July 20. Teachers who wish to join the party are requested to meet in Paris at the Hotel Vignon, in the Rue Vignon (back of the Madeleine), if possible at 4 P.M. on Saturday, July 18. Professor Dennison's address from June 11 to July 13 will be London, care of Parr's Bank, Bartholomew Lane; after July 13, Paris, care Credit Lyonnais, 19 Boulevard des Italiens. Prospective members of the party who see England first are recommended to cross to France by way of Dover and spend a day walking along the chalk cliffs from Dover to Deal. Professor Emile Espérandieu, the director of the recent excavations at Alesia, has very generously offered to accompany the party to Alesia and other Gallic sites.

Classical Seminars, 1908-9.

Bryn Mawr College: Attic Tragedy (Sanders); Roman Elegy (Wheeler); Archaeology (Ransom).

Columbia University: Proseminar in Greek and Latin (Knapp); Aeschylus (Perry); Juvenal (Egbert); Ancient History (Botsford).

Cornell University: Lysias (Bristol); Dialect of Homer (Sterritt); Horace (Bennett).

DePauw University: Roman Satire, especially Horace and Juvenal (Post).

George Washington University: Homer and Virgil (Carroll and Smith).

Harvard University: Proseminar, Terence (Rand); Seminar, Euripides, *Hippolytus* (Gulick); Vitruvius (Morgan).

Johns Hopkins University: Attic Orators (Gildersleeve); Roman Historians, especially Tacitus and Livy (Smith); Greek Epigraphy (Robinson); Latin Epigraphy (Wilson); Sanskrit (Bloomfield).

Leland Stanford University: Greek Tragedy (Murray); Terence (Fairclough); Auxiliary Seminar, Propertius (Foster).

Princeton University: Greek Comedy (Capps); Plautus; Roman Politics (Abbott).

Tulane University: Aristophanes, *Peace* (Miller); Catullus (Miller and Cocks); Vedic Hymns (Miller).

University of California: Plato's Republic (Clapp); Propertius (Merrill); Latin Syntax (Nutting); Polybius and Roman Institutions (Scholz).

The University of Chicago: The Attic Drama (Shorey); Literary Criticism of the Ancients (Shorey); Comparative Syntax of the Greek and Latin Verb (Hale); Text Criticism and Interpretation of Pliny's Letters (Merrill).

University of Cincinnati: Aristophanes; Cicero's Literary Theory and Practice.

University of Colorado: Latin Epigraphy (Hellemis); Greek Seminar (Norlin).

University of Michigan: Sophocles (D'Ooge); Roman Satirists, particularly Juvenal and Persius (Kelsey).

University of Missouri: Horace's Odes (Jones); Greek Seminar (Manly and Crosby); Archaeology, Topography and Mounments of Athens (Pickard); Sanskrit (Scoggin).

University of Pennsylvania: Proseminar, Martial (McDaniel); Horace's Satires (Rolfe).

University of Wisconsin: Thucydides (Smith); Latin Inscriptions (Slaughter).

Yale University: Theocritus (Perrin); The *Brutus* of Cicero (Hendrickson).